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IDENTIFIERS	Congo; *Lingua Francas; Zaire

ABSTRACT

The materials status report for Kikongo, a lingua franca that developed out of several Bantu languages in Congo and Zaire, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Kikongo, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262619

Language/Area Reference Center

Materials Status Report

KIKONGO

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Language, dialects, standards. Kongo, or kiKongo, is a name given to very different linguistic entities. One of the national languages in Congo and Zaire is kiKongo, also called kiTuba or Munukutuba, a lingua franca which developed out of several Bantu languages. There is also the language Kongo, or Kongo-Boko, a tribal language spoken in the southern part of Congo. Textbooks for English-speakers refer to both these languages as Kongo. Only kiKongo (kiTuba, Munukutuba) is treated in this report.

The lingua franca kiKongo has no oral standard, but in 1982 and 1983 the Institut National de Recherce et d'Action Pedagogiques developed a standard spelling system. The lingua franca kiKongo varies widely in pronunciation from area to area, a natural consequence of its use as a lingua franca; there are no well-established dialects. kiKongo is more or less mutually intelligible with Kongo-Boko and the other tribal languages, and also (less) mutually intelligible with liNgala.

Writing system. The standard spelling system designed in 1982-83 is a roman alphabet, with no letters outside the twenty-six utilized, and no diacritics. It "fits" the spoken language quite well except for non-representation of tone (not a serious problem, as tone is a peripheral aspect of the language). Written and spoken kiKongo are not substantially different.

Production of written language. kiKongo can be produced by any of the means by which English is produced.

Difficulty for English-speaking learners.

Phonology: Relatively easy. No sounds, other than nasal + consonant combinations, different from English. Pitch and intonation differ from that of English, including some words differentiated by pitch/stress alone.

Syntax: Somewhat difficult. Basic SVO order, but several word classes, and extensive prefixing and infixing.

Vocabulary: Very difficult. English and French borrowings have been restructured to fit kiKongo phonology, and are difficult to perceive.

Writing system: Easy.

Usable existing texts.

Basic level: Swift, Kituba.
Advanced level: none
Refresher/maintenance: none
Reference: Fehderau, Kituba Grammar
Dictionaries: none
Electronic: none

Existing programs, classes. None that we know of.

Availability of native speakers. Occasional kiKong-speaking students; sometimes staff in the Congo and Zaire embassies, or in the United Nations delegations.

Linguist resources: Lloyd Swift, FSI ret.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Report kiKONGO
Bibliography

Basic Level Teaching Materials

Nicholson, J.A. Kikongo. Boma, Democratic Republic of the Congo: The Christian and Military Alliance, 1948. [vii, 240pp]

Severn, Beth. Kikongo Language Manual. Nyack, NY: Christian Missionary Alliance, American Baptist Foreign Missionary Society, 1956. [231p] [first published Bomo, Congo, 1948]

Swift, Lloyd B. and E.W.A. Zola. Kituba Basic Course. Washington, DC: Foreign Service Institute, Department of State, 1963. Tapes. [495p] [ED010480]

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Carter, Hazel. Syntax and Tone in Kongo. London: School of Oriental and Africa Studies, University of London, 1973.

Federau, Harold W. Descriptive Grammar of The Kituba Language: A Dialectal Survey. Leopoldville (Kinshasa), Zaire: American Mennonite Brethern Board of Missions, 1962. [229p]

Dictionaries

Craven, Henry and John Barfield. English-Congo and Congo-English Dictionary. (The Black Heritage Library Collection) Freeport, NY: Books for Libraries Press, 1971. [248p] [Reprint of London 1883 ed.]

Electronic Materials

none

Materials Not Evaluated

Bentley, William H. Dictionary and Grammar of The Kongo Language. Westmead, Farnborough, England: Gregg International Publishers, 1967. [719 p in 2 v.] [Reprint of 1887-95 London ed.]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

J.A. Nicholson, Kikongo. Boma, Congo (now Zaire): The Christian and Missionary Alliance, 1948. 240 pages.

Specific language/dialect taught: Kongo-Boko, the dialect spoken by the groups with which the protestant missionaries worked

Type of text: Basic level teaching text.

Publication information: Published 1948 by Christian and Military Alliance. Out of print.

Intended users: English-speaking missionaries learning Kongo.

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of Language: Roman alphabet, using the Bible in Kikongo as the standard orthography.

Physical quality of book: n/a.

Editorial quality of target language: not kiKongo

Editorial quality of English: Excellent.

Overall organization of text:
Book is divided into sixty-eight lessons. Lessons 7, 15, 23, 38, 47, 55, 63 and 68 are reviews.
In each unit, a grammar lesson and a verb structure are presented, along with exercises in pronunciation and translation.

Vocabulary areas covered: "Culturally focused" vocabulary, with some phrases especially useful to missionaries in 1948 (e.g. "I didn't see you in Church on Sunday.").

General comments: Situational examples reflect colonial/Eurocentric attitudes of the time (e.g."Translate the following into Kikongo: 'You love the white people'.")

CPT page label: KONNICHA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

kiKONGO
Nicholson, Kikongo

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			X	Language in the text is Kongo-Boko as used in the Bible translation; not kiKongo the national language
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X	X	
Are the materials usable in language teaching contexts?	•	•	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: From the kiKongo native speaker: This kiKongo is closer to the Kovega language spoken in Lower Zaire. It is not a widely-spoken language. The text does not distinguish between the pre-consonantal nasals and the syllabic nasals: it should.

Evaluator: BBR, LBS, CG

Date: October 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Kongo
Severn, Kikongo

Beth Severn, Kikongo Language Manual.
Bomo, Congo (now Zaire): The Christian
and Missionary Alliance, 1956. 231 pages.

Specific language/dialect taught: Kongo/ Dialect not specified.

Type of text: Basic level teaching text.

Publication information: First published in Bomo, Congo, in 1948 under the authorship of J.A. Nicholson. New Edition published in 1956. Out of print. LC # PL8402.S48.

Intended users: English-speaking missionaries learning Kongo.

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: Kikongo is written in the Roman alphabet; the orthography used in the Bible is taken as the standard. Stress is marked on new words.

Physical quality of book: n/a.

Editorial quality of target language: not kiKongo; closer to Kongo-Boko

Editorial quality of English: Excellent.

Overall organization of text:
The book, like its predecessor by Nicholson published in 1948, is divided into 68 lessons. Lessons 7, 15, 23, 38, 47, 55, 63, and 68 are reviews.
In each unit a grammar lesson and a verb structure are presented, along with exercises in pronunciation and translation.

Vocabulary areas covered: General, although some emphasis is placed on vocabulary related to missionary activity.

General comments: Situational examples reflect the colonial/ Eurocentric attitudes of the time (e.g. "Translate into Kikongo:'You love the white people.'").

CPT page label: KONSEVGAI

LARC staffer: SLG

kiKONGO
Severn, Kikongo

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			X	Language is not kiKongo, the lingua franca; it is closer to Kongo-Boko. See evaluation of Nicholson, Kikongo.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X	X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This text, like Nicholson, teaches the dialect of the Kongo language spoken by groups with whom the Protestant missionaries worked.

Evaluator: LBS, BBR, CG

Date: October 1985

Kongo
Swift, Kituba

Lloyd B. Swift and Emil W.A. Zola'
Kituba Basic Course. Washington, D.C.:
Foreign Service Institute, 1963.
470 pages.

Specific language/dialect taught: kiTuba or ki.Kongo, the lingua franca

Type of text: Basic level teaching text.

Publication information: Published 1963 by Foreign Service Institute. Out of print. LC # PL8402.U5. Copy at CAL.

Intended users: Beginning students of Kituba.

Format: Basic primer supplemented by 5 "lesson groups".

Overall grammatical/pedagogical approach: Audio-Lingual method.

Presentation of Language: Roman alphabet, omitting c, h, j, q, r, and x.

Physical quality of book: n/a.

Editorial quality of target language: Good

Editorial quality of English: Excellent.

Overall organization of text:

The course consists of a basic "primer" from page 1 to page 225. It introduces the major grammatical structure of the language, provides exercises in pronunciation (assumedly with assistance from an instructor), and "provides useful vocabulary for a variety of situations," e.g. "greetings and salutations", "buying and selling", etc.

Pages 226-419 consist of five subject-oriented lesson groups which are not cumulative and can be studied in the order of the student's choosing. All the units, however, presuppose a knowledge of the basic primer material.

Finally, pages 419-470 provide a glossary of approximately 1000 words.

Vocabulary areas covered: Emphasis on vocabulary of interest to newcomers.

General comments:

CPT page label: KONSWIFA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

kiKONGO
Swift, Basic Course

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			Excellent representation of kiTuba
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X	 X 		
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Has accompanying audio tapes. This is the only basic course for kiKongo in existence, as far as we know.

Evaluator: BBR, LWS, CG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading			
	Y	S	N	Y	S	N	
Development of ability to function verbally in appropriate contexts	✓				✓		
Presentation, explanation of basic grammatical structures	✓			✓			
Development of accurate pronunciation	✓						
Development of automaticity, fluency		✓			✓		
Development of appropriate range of vocabulary		✓			✓		
Presentation of cultural and functional information		✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)			✓				N/A
Development of basic reading skills					✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 2

	Y	S	N
Do the materials integrate (or minimize) the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Units organized into "Can" and [illegible] grammar of course the [illegible] up [illegible] point out as such.

Y = yes; S = somewhat; N = no

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INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Refresher-Maintenance Materials

Reference Materials

Hazel Carter, Syntax and Tone in Kongo.
London: School of Oriental and African Studies, University of London, 1973.
Paperback; 340 pages.

Specific language/dialect taught: Kongo/Zombo dialect (as spoken in Northern Angola and Southern Zaire).

Type of text: Structural grammar.

Publication information:Originally published in 1973. One edition. Copy at CAL, 1985. LC # PL8402 .C34. Price: 4 pounds sterling.

Intended users: Advanced students of Kongo. Also, those doing comparative work on syntax and tone, especially in the Bantu languages.

Format:Book

Overall grammatical/pedagogical approach: Structural.

Presentation of Language: Roman alphabet

Physical quality of book: Paperback. Typed manuscript.

Editorial quality of target language: can't tell

Editorial quality of English: Excellent.

Overall organization of text: After the prefatory note and acknowledgements, the book is divided into six chapters, each of which is divided into subunits. The first chapter is introductory; subunits deal with pitch phenomena, sentence contours, features of phrases with peak, peakless phrases, phrasing, item categories, and method of syntactic analysis and description. Written information is supplemented by charts and tone drawings.

The following five chapters cover: (2) syntactical units and their phrasing, (3) nominal patterns-I,(4) phrase-initial nominals and nominal sequences, (5) particle patterns, and (6) verbal patterns. In each chapter, an introduction to the material covered is followed by a breakdown of categories of the material, including discussion of concentration, composition, compounding, and initial sequence and syntax (when appropriate).

Chapter 7, the summary and conclusion, includes a list of symbols and abbreviations used, bibliographical references, and ten appendices.

Vocabulary areas covered: non-specific.

General comments: Highly technical work unintelligible to non-linguists.

CPT page label: KONCARTA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

kiKONGO
Carter, Kongo syntax/tone

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			X	Zomba dialect, specifically idiolect of one Angolan speaker
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Not kiKongo, the lingua franca

Evaluator: LBS, BBR, CG

Date: October 1985

Harold W. Fehderau, A Descriptive Grammar of the Kituba Language. Leopoldville (now Kinshasa): 1962. 229 pages.

Specific language/dialect taught: Kituba (Kongo). No specific dialect; vocabulary included from the various dialects as recorded in an earlier comparative study mentioned in the preface.

Type of text: Reference Grammar.

Publication information: Published in 1962 as a "preliminary checking edition." Out of print. Sample at CAL.

Intended users: Author states in the preface that the text is "not designed to be a pedagogical grammar" but rather is a reference grammar which includes cross-references to dialects differences (as found in the author's language survey).

Format: Book.

Overall grammatical/pedagogical approach: Structural.

Presentation of Language: Roman alphabet; non-standard orthography described at length in the introduction.

Physical quality of book: n/a.

Editorial quality of target language: Very good

Editorial quality of English: Excellent.

Overall organization of text:

After the preface and remarks on the Kituba language, the name of the language, and "using this book for language learning", the author provides a list of abbreviations and symbols used in the book. The first section is a guide to Kituba pronunciation and orthography.

The body of the grammar itself is divided into eleven units dealing with the following, respectively: nouns, noun derivation, pronouns, the grammar of verbs, verb classes, the infinitive, determiners, numerals, adverbs and adverbial expressions, markers,and some constructions. Each chapter is divided into subcategories, and in each subcategory numerous examples are provided in Kituba and with translations.

Vocabulary areas covered: non-specific.

General comments:

CPT page label: KONFEHDA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

kiKONGO
Fehderau, Kituba Grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	

Comments: Standard work on the language.

Evaluator: LBS, CG

Date: October 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

kiKONGO
Fehderau, Kituba Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			X
b. grammatical approach			X
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?		X	
Are materials suitable for use by			
a. beginning students		X	
b. advanced students	X		
c. teachers/materials developers only			X
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script		NA	
b. in romanization/transliteration	X		
c. in phonetic transcription			X
Original intention of the materials:			
a. teaching materials		X	
b. pedagogical reference	X		
c. linguistic study	X		
Do the materials purport to describe the entire language?	X		
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed			X
b. cross-referenced			X
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc)			X
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources	X		
c. invented for purposes of discussion			X

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

kiKONGO
Fehderau, Kituba Grammar

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	X		
b. idiomatic translations?		X	
		X	

Comments:

Evaluator: LBS, CG

Date: October 1985

Y = yes; S = somewhat; N = no

Dictionaries

Henry Craven and John Barfield, English-Congo and Congo-English Dictionary. Freeport, New York: Books for Libraries Press, 1971. 278 pages.

Specific language/dialect taught: Not clear (probably some dialect of Kongo-Boko):

Type of text: Reference: Dictionary.

Publication information: Originally published by Tarley House, Bow, London, in 1883. Reprinted in Freeport, NY in 1971. Out of print. LC # PL8403.C7

Intended users: English speaking missionaries to Kongo region.

Format: Book.

Overall grammatical/pedagogical approach: none.

Presentation of Language: roman alphabet.

Physical quality of book: n/a.

Editorial quality of target language: Language unrecognizable

Editorial quality of English: Somewhat archaic; published last century and reflecting "victorian" style of writing in preface and introduction as well as in vocabulary.

Overall organization of text:

Preface
English-Congo dictionary
Congo-English dictionary
Vocabulary tables which compare simple English vocabulary (words like sun, moon, eye, teeth, etc.) to various "forest and grassland languages".

Vocabulary areas covered: non-specific; all areas.

General comments: About 2700 entries in each section. Historical introduction not very helpful to user.

CPT page label: KONCRAVA

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

kiKONGO
Craven, Kikongo Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			X	A kiKongo native speaker does not recognize the language in this dictionary.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X	 X		
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Some of the words are recognizably kiKongo, but the majority are not.

Evaluator: BBR, LWS, CG

Date: October, 1985

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials